






ENGLISH: Writing for Pleasure



INTENT

What we aim to do!

				
Deliver an engaging & exciting curriculum that helps to promote <i>Writing for Pleasure</i> .	Encourage imagination in the ways that learners think and compose as writers.	Encourage children to be confident communicators and articulate in how they express themselves.	Provide children with essential, lifelong skills in spelling, punctuation & grammar.	Develop the children's understanding of the writing process, concluding in 'AfterWrite' where revision and editing skills are used to enhance their work.



IMPLEMENTATION

How we do it!



Exciting Stimulus

All units of work start with an engaging and exciting stimulus—this may be an audio clip, an extract, a video clip or an image.

The children are hooked in from the start by the mystique created using techniques such as The Gradual Reveal, The Magic Rubber or Sound on/Vision off! Children develop their high order thinking skills by **predicting**, **inferring** and **deducing** during this phase.

From the heart...

At the heart of our planning is the **outcome**—what we want the children to produce and its purpose.

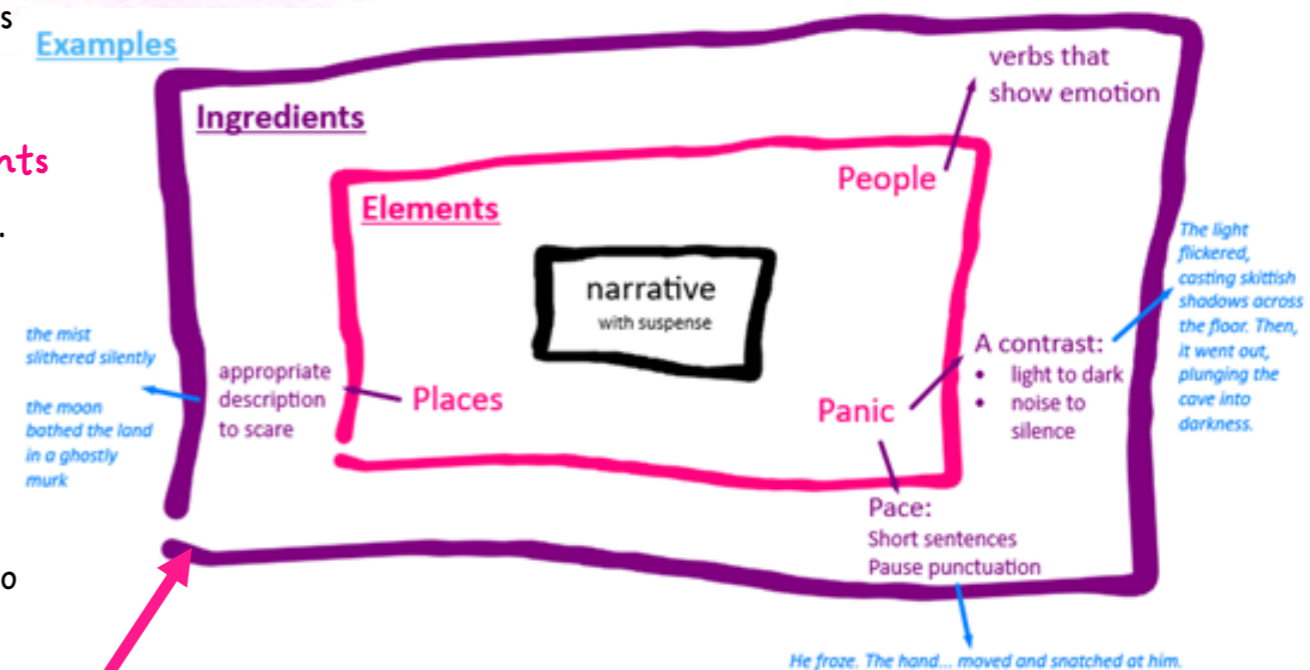
We then deconstruct the **outcome** into **elements** (the different parts that make the **outcome**).

The **elements** are then deconstructed into **ingredients** (the things that make up the **elements**)...

By planning this way, staff and children are clear on 'What makes good...' when it comes to the outcome and its success criteria.

Sounds complex, but it's really not—**have a look:**

Examples





IMPLEMENTATION

How we do it!







Purpose for Writing

What's the point in writing? Genuine question.

Sandy Lane's writers are taught to write for different purposes, so they fully understand what the point of their hard work is for.

Our writers are exposed to a variety of high-quality text-types, learning from the best of the best, as they journey towards their independent writing.

We KEEP IT SIMPLE with the purposes for writing:

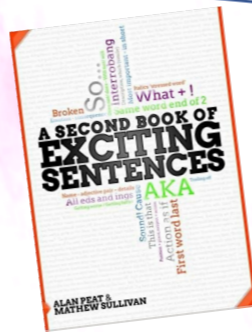
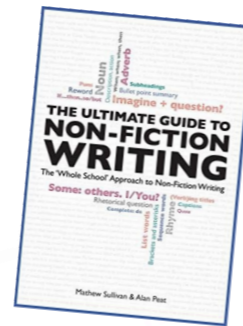
- **Entertain** (narrative & poetry) 
- **Educate** (report & balanced argument) 
- **Explain** (explanation & instruction) 
- **Persuade** (letter, essay & marketing) 

Vocabulary for Writing

Words are immensely powerful—they may be used to **entice** a reader or used simply to **entertain**. At Sandy Lane we teach vocabulary through explorative ways, encouraging the children to learn new words by using the school's bespoke **Vocab for Writing** packs and also using the **Descriptosaurus** series.

Our writers ponder their word-choices and assess the appropriateness using **Shades of Meaning** and **The Zone of Relevance**.

Creating **Vocab Mood Boards** helps our writers to organise their word-choices, so they can use them in independent writing.



SuperStar Sentences

Sandy Lane's SuperStar Sentences are based on Alan Peat's Exciting Sentences book. We teach a variety of contextualised sentence types to help children learn how to write in creative and engaging ways. Our writers understand the purpose of their writing—to **entertain**, **educate**, **explain** or **persuade**—then use SuperStar Sentences to help achieve that very purpose.

Want to capture emotion in a sentence, try a **Tell-E Sentence**:

Anxious and scared, Leon edged down the path.

The AfterWrite

The AfterWrite process involves two key areas: **Mind the Gap** Editing and **ARMS** Revision of Writing.

The purpose of **Mind the Gap** Editing is to have targeted activities that close the gap(s) shown in independent writing, from a technical point of view. The activities are planned when the teacher notices trends throughout the class, and subsequently plans an activity to address the issue. The teachers then allows the children the time to go back and correct their work.

ARMS Revision of Writing is inspired by author Tom Palmer and how he revises his own work. Our writers assess small samples of their work, seeing if they wish to **Add**, **Remove**, **Move** and/or **Substitute** any of their writing in order to improve it.

